Quality Assurance Program Handbook

November 2022

CTCMA's Quality Assurance Program

As part of CTCMA's mandate to regulate practitioners of traditional Chinese medicine and acupuncture (TCM/A), the College is required to maintain a **Quality Assurance Program** (QAP) supporting our public protection mandate.

The purpose of the QAP is to promote and facilitate continuing high practice standards and competencies, ensuring that you, as registrants, deliver safe and ethical care in an evidence-informed and self-reflective manner.

Regulators in many sectors have traditionally viewed continuing education as a matter of taking education courses and earning specified numbers of credits.

It is now agreed that building competence involves more than simply earning course credits. It's a question of supporting registrants throughout their careers and facilitating their ability to develop *personal learning plans.*

For this reason, starting with the Quality Assurance (QA) cycle that began in April 2022, the **Practice Support Program** (PSP) is a mandatory component of the QAP.

The PSP requires you to reflect on and assess your practice, and then design your own *Professional Development Plan* consisting of learning activities suited to your needs and the objectives you have identified for yourself.

Participation in the PSP enables you to take responsibility for your own professional growth and replaces the previous Continuing Competency Program.

The CE activities you undertake *now* should meet the learning objectives in your *Professional Development Plan*.

And, by participating in the PSP and completing the learning activities within your plan, you can *earn the full requirement of 50 CE per QA cycle*, documenting your activities as "Category D" in the CE Activity Log.
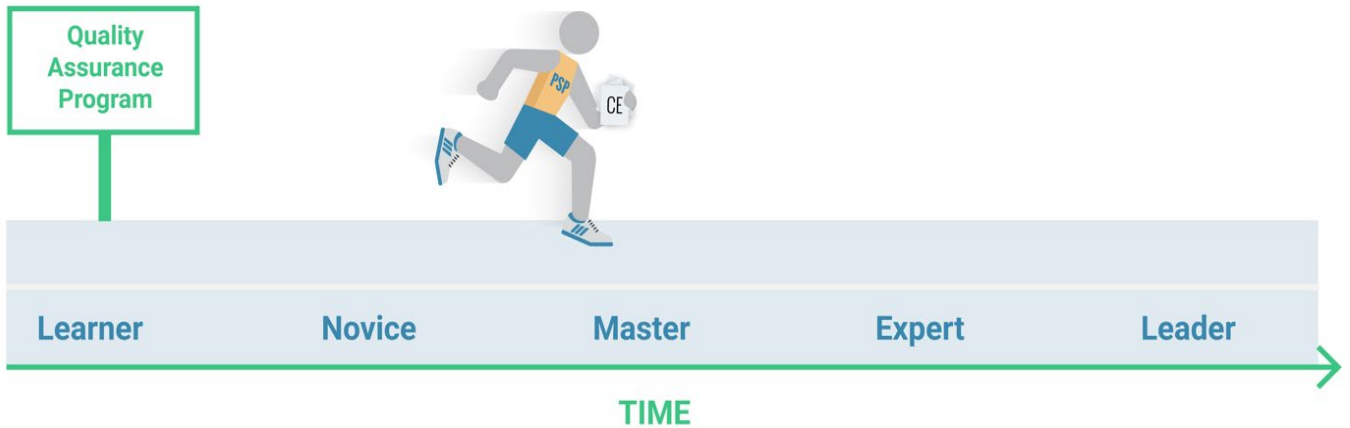
Whether you're a brand new, recently licensed practitioner, or have been practising TCM/A for 30 years, this Quality Assurance Handbook has everything you need to know, from the 'whats, whys, and wherefores', to the 'how to', all in one place.

Quality is Essential in our Profession

As TCM/A practitioners, you are professionals, with broad scope and significant responsibility. You are expected to be lifelong learners, continually assessing and improving your practice to protect the public.

Meeting QAP requirements is important to maintaining the public's trust in what you do as a professional.

The **Practice Support Program** contributes to quality by *putting practice improvement into the hands of practitioners like yourself,* tailored to your own practice situation.

You choose courses and activities based on a thoughtful, reflective assessment of your practice and the areas which you determine would benefit from additional learning.

The focus shifts from simply completing the required number of CE hours, to one that concentrates on you designing a broader program for yourself, a program based on your personal career objectives.

All About the Practice Support Program (PSP)

The PSP is a framework for career-span competence.

It is designed to support registrants throughout the entire duration of their careers by promoting professional behaviour, self-evaluation, peer mentorship, and continued learning. It takes a participatory approach to facilitating registrant development in all workplace settings.

Framework for Career-Span Competence
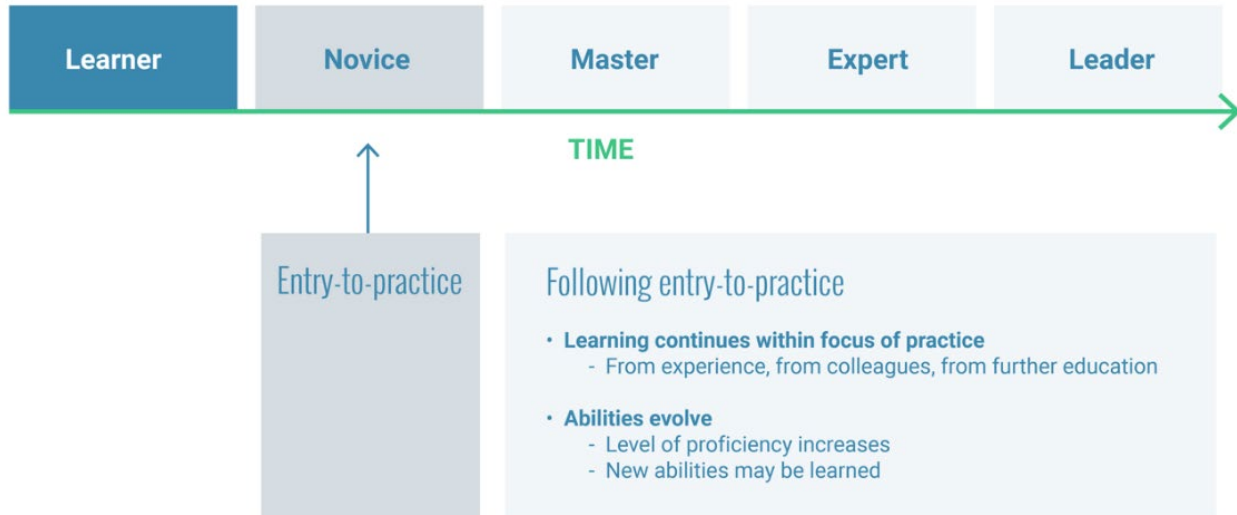
As a newly qualified practitioner of TCM/A, you embark on your career with much the same knowledge as other graduates, a 'one size fits all' set of skills. These skills have been designed to meet the needs of typical entry-level practice situations.

Once you've been in the workforce for a period of time, your clinical experience and learning from colleagues and CE will have served to inform and evolve your knowledge and abilities.

Over time, you will have identified areas of focus for your practice, areas in which you have a particular interest or aptitude. Some of you will eventually gravitate to non-clinical roles such as teaching or research.

Learning is life-long pursuit, as proficiency increases, and new skills and abilities are acquired. Everyone's set of abilities will be different from those of their peers as they advance from recently graduated Learner to Novice, to Master, Expert and eventually to Leader.

The PSP allows you, as a registrant, to actively manage your own evolving competence.

The PSP is mandatory and is based on 14 Career-Span Competencies (CSCs) which relate to all aspects of workplace performance, providing the core expectations for practicing TCM and acupuncture. Think of it as a tool that will help you enhance your practice and service delivery.

Here are the 14 career span competencies with interpretive statements:

	Career-Span Competency	Interpretation
1	Act with professional integrity	You are honest and trustworthy in all professional dealings, and share information openly (within the bounds of others' rights to privacy and confidentiality). You respond to situations thoughtfully, and in accordance with ethical principles. You exhibit congruency of intention and action. You maintain appropriate professional boundaries with clients and colleagues. You avoid behaviours which may damage the reputation of profession. You maintain professional deportment consistent with the needs of your workplace.
2	Communicate effectively	You provide others with information in a way they can understand, adapting your language and communication approach as appropriate. You communicate clearly and as concisely as possible, and take steps to ensure that you are understood. You listen carefully to what others have to say. You are alert to, and address, non-verbal signals that suggest discomfort, lack of understanding or unspoken concerns. You identify and take action to resolve conflicts.
3	Comply with legal requirements	You comply in a timely manner with laws, rules, regulations and other requirements established by those with authority to govern the practice of the profession and the professional workplace. This includes federal, provincial / territorial, municipal and local governments, regulatory bodies, and professional authorities.
4	Function in a client-centred manner	You ensure that client wellbeing is at the centre of the decisions you make, and are aware of your obligations to safeguard young persons and vulnerable adults. You give each client your complete attention and allow sufficient time to fully address their needs. You respect client uniqueness and take into account their views, preferences and concerns. You actively involve clients in decision making, and ensure that they are fully informed about and consent to the services you provide.
5	Work within areas of personal knowledge and skills	You clearly identify the parameters of your work, based upon a realistic understanding of the extent of your knowledge, skills and experience. You work independently only within these parameters, and you address client needs that exceed your personal limits by referral or collaboration.
6	Maintain a safe work environment	You take action to ensure the physical safety of all who enter your work environment. You optimize the physical and emotional safety of clients throughout service provision.

Career-Span Competency		Interpretation
7	Maintain comprehensive records	You ensure that complete, accurate, clear, legible and up-to-date records are kept of all your professional activities, using appropriate terminology. You ensure that records are secure, and maintained for any period of time that may be required by statute. You make complete client records available to clients themselves, and to others with a legitimate right of access.
8	Maintain personal wellness consistent with the needs of practice	You maintain your own health, wellbeing and personal care such that you are able to provide optimal client services; this includes maintaining your physical, mental and emotional health and addressing work-life balance.
9	Manage time and resources effectively.	You treat your own time and that of your clients as valuable resources that must be managed to optimize service provision. You take steps to utilize the resources of your practice in a manner that best serves the collective needs of all your clients. You recognize, and where appropriate contribute to, the efficient use of public resources in the broader public interest.
10	Treat others respectfully.	You recognize and value the uniqueness of others as individuals. You treat others with respect and fairness, and avoid acting in a discriminatory fashion. You act with cultural sensitivity. You ensure that your own beliefs and values do not prejudice the services you provide to clients.
11	Practice in a manner consistent with current developments in the profession	You take regular, active steps to keep your knowledge and skills up to date; this includes reading professional literature, attending conferences, participating in courses and workshops, and consulting with colleagues.
12	Use an evidence-informed approach in your work	You make workplace decisions by integrating the best available evidence relating to the situation at hand (including research-based and published information), your own professional knowledge (including that of trusted colleagues), the client perspective, and the practice context.
13	Interact effectively with other professionals	You maintain good working relationships with other professionals. You regularly network with colleagues inside the profession. When it is in the best interest of your client, you work with others intra- and inter-professionally.
14	Practice in a self-reflective manner	You regularly take time to consciously think about your practice, to analyse your decisions and their effectiveness. You obtain feedback from others, and you draw on external information, to achieve continuous learning and quality improvement.

How Do I Complete My Continuing Education Requirement within the PSP Framework?
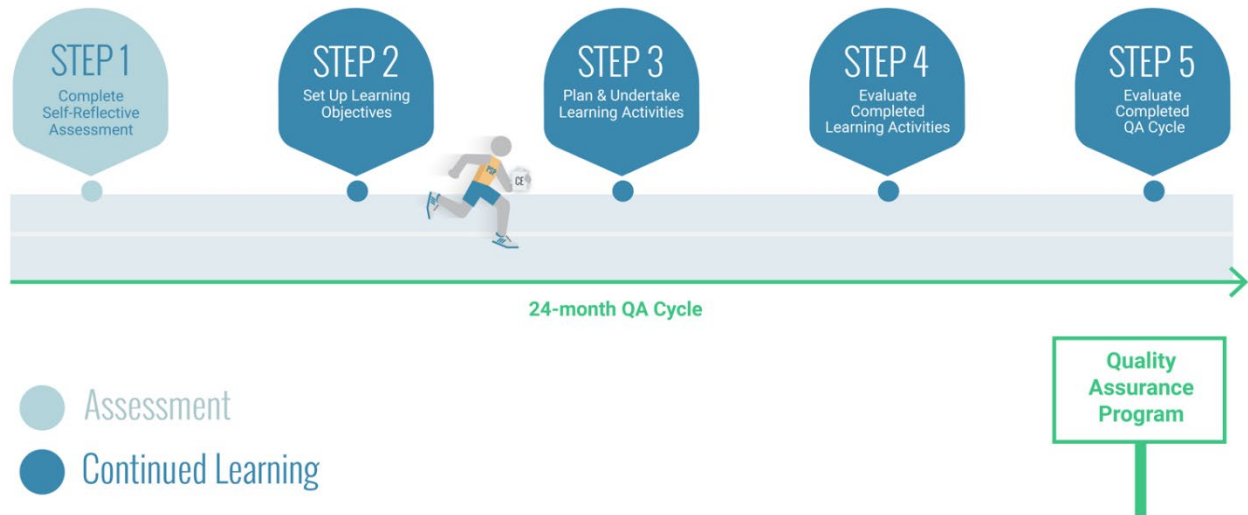
The PSP currently consists of two components—five steps in total—to be completed every QA cycle. The first component/step is **Assessment,** and it provides the basis upon which the remaining four steps comprising **Continued Learning**, can be completed.

A. Assessment

Step 1: Complete Your Self-Reflective Assessment (10 CE)

Registrants are guided through a process of self-reflection that helps evaluate strengths, set goals, and identify areas in which additional learning could be beneficial. The information you record during **Assessment** is confidential. The College may use aggregated information for the purpose of evaluating and updating the program over time.

Log in to the registrant portal as you usually do, using your username and password. Click on 'MY ACCOUNT,' and then on the 'Practice Support Program' tab. You will see a 'Start New Self Assessment' button to begin a new **Assessment** ideally at the beginning of your QA cycle.

You will now see a list of the 14 CSCs.

Click on each CSC, review the Interpretation, and select the performance indicator that most closely describes how you feel about your performance relative to that particular CSC. Click 'Save and Continue' at the bottom and proceed to the next CSC. You are required to rate all indicators for each CSC in order to be able to go to the next CSC. After a CSC is completed, the data is saved automatically.

The selections you make should be the result of a thoughtful self-reflection on your work as a TCM/A professional. The more time you take to think about your selections, and any areas in which you would like to improve, the more useful the result will be when you get to **Continued Learning** and the creation of your *Professional Development Plan*. There are no right answers. There are only *your* answers.

If you don't feel that you can provide a rating for a particular performance indicator, you can choose one of two rationales, R10 or R11, to explain your feelings. If you feel that an indicator is not relevant to your situation, just choose N/A. You will probably use these only rarely. With reflection, most registrants will come to see how a particular performance indicator can apply to their personal work situation.

The 'Comments and Notes' sections are provided for you to write down additional thoughts that support your rating choices, perhaps expanding upon why you chose R10, R11, or N/A, or even to communicate other thoughts you have about the process.

When you have completed all 14 CSCs, click on 'Submit'. The software will automatically generate a *Self-Assessment Summary* that shows your results. Then, by clicking on the 'Export' button, you can download your summary in a choice of standard formats.

You can choose to complete all 14 CSCs in one sitting, or you might prefer to do some of them one day, leave the Registrant Portal, and come back to it later. The software will save your work to date.

While practicing in a manner consistent with the CSCs is a career-long expectation, the level of performance relative to each CSC is expected to increase as a registrant's practice develops. There is always room for growth and improvement!

Note: If you prefer to work with a printed copy, perhaps as a working copy, the College has also prepared a printable version of the Self-Reflective Assessment Tool. It can be accessed here and completed by hand.

Congratulations!
Now that you have identified some practice strengths and areas for growth in the **Assessment** stage, you're ready to move to **Continued Learning** where you will create and then evaluate your *Professional Development Plan*.

B. Continued Learning— *Your Professional Development Plan*
The purpose of drawing up a *Professional Development Plan*, in the **Continued Learning** stage of the PSP, is to make sure that learning time is focussed on specific topics that can be targeted to have a positive impact on *your* practice.

You will use the information you gathered about your practice in **Assessment** to create and later evaluate your learning program. Have your *Self-Reflective Assessment* and the resulting *Self-Assessment Summary* beside you for reference as you choose your learning options.

There are four steps, to guide you through the process of creating your *Professional Development Plan.* Each step has a corresponding form to guide you.

- Learning Objectives
- Plan & Complete Activities
- Evaluate Activities
- QA Cycle Evaluation

See Appendix B for the Professional Development Plan forms, and a filled-out sample set.

You develop your own learning plan that matches your learning objectives and style.

Your top priority will be learning outcomes focussed on improving the delivery of safe, qualified, effective care and professional service to your clients.

The learning objectives that you propose in your *Professional Development Plan* will be *your personal customized plan*. Be realistic and thoughtful so that you can obtain maximum benefit from the learning.

You might find that you need to re-visit these four templates from time to time throughout your QA cycle as you feel the need to modify and update your learning plan.

Step 2: Setting Up Learning Objectives (10 CE)

The **Learning Objectives** form will guide you through the process of setting up learning objectives.

This is best begun as soon as possible after completing **Assessment** so you will have the full cycle to accomplish the learning you have chosen for yourself.

By stating your learning needs and interests as **SMART** goals, you will find it easier to work on them during your QA cycle.

S = Specific   Learning goals should be specific, and you are encouraged to develop a few specific goals, rather than just a single, 'one size fits all' learning goal. This will allow you to make the most efficient use of the time available during your QA cycle.

M = Measurable   Consider measures related to time, such as diagnosis time, or time to set up a treatment plan, update patient files etc. Other measures might relate to number of articles read, topics discussed with peers, etc. This allows your evaluation and self-reflection to be supported by objective measurable data.

A = Audience-specific   Learning goals should be set to improve your own practice so that *your* professional service and care to *your* particular clients can benefit the most.

R = Realistic   Learning requires studying, practising, and participating in a learning activity. Some activities might take longer than others, so set a reasonable amount of learning for a two-year period – not too few activities and so many that you are overwhelmed. It's the quality of the learning and the extent to which it can help with your practice that matters most.

T = Time-Bound   Set up a schedule for your learning and establish a timeframe in which you plan to complete each of your learning objectives.

Step 3: Planning & Undertaking Learning Activities (1 CE per hour of activity)

Use the **Plan & Complete Activities** form to help select and plan the learning opportunities that can best fulfil your objectives, carefully scheduling them over your full QA cycle. Registrants will find this **Learning Resource Guide** helpful in identifying learning opportunities. The learning opportunities are grouped to coincide with the 14 Career-Span Competencies.

You will see there are many learning and training opportunities available, and you may find other opportunities elsewhere. Choose quality learning provided by reputable organizations and sources. Some learning opportunities might be offered by vendors with whom you are already familiar, such as CE providers and TCM professional associations.

You may find learning resources in other professional fields as well as courses and professional development activities offered by universities or other professional organizations.

Time your activities so that you make use of the time in your QA cycle wisely. Some activities, such as self-reading, professional discussions, and mentorships require commitment to organize and plan. You will likely modify and add learning activities throughout your cycle.

Step 4: Evaluating Completed Learning Activities (5 CE per evaluation; up to 20 CE total)

As you work through your *Professional Development Plan* you'll want to self-reflect and evaluate. The **Evaluate Activities** form provides some self-reflective questions to guide you. You might find you're inspired to develop additional or different learning objectives and find further learning activities, either for your current cycle or the next one.

Step 5: End of QA Cycle Overall Evaluation (5 CE)

At the end of your cycle, you'll use the **QA Cycle Evaluation** form to record your reflections and evaluate completed learning activities. We have provided some questions that should help you assess where you are, what you have learned, whether your practice has been impacted, and if you feel you have progressed since drawing up your Plan. This will help you plan for your next cycle.

Report your Participation; Claim your CE Credits

Report your participation in **Assessment** and **Continued Learning** in the CE Activity Log under Category D. You must have completed PSP **Assessment,** Step 1, to claim CE for the four steps in PSP **Continued Learning.**

You are not required to send in any additional information to the College to record this CE activity unless you are specifically asked to do so during a CE audit.

For detailed, up-to-date information regarding the new Category D, now available to be used to record participation in the PSP, please refer to the Continuing Competency Program Requirements document included in the Appendices.

Credits can be reported as follows:
Assessment
Step 1: Self-Reflective Assessment (10 CE credits)

Continued Learning
Step 2: Setting Up Learning Objectives (10 CE credits)
Step 3: Planning & Undertaking Learning Activities (1 CE credit hour of activity)
Step 4: Evaluating Completed Learning Activities (5 CE credits per evaluation; up to 20 CE)
Step 5: End of QA Cycle Overall Evaluation (5 CE credits)

Questions & Answers About the QAP

1. **Why are regulated health professionals required to participate in continuing education throughout their professional careers?**

The College is the official professional authority regulating the practice of TCM/A in BC. Its mission is to serve and protect the public interest.

By participating in CTCMA's QAP program throughout the course of your career, you demonstrate that you are committed to maintaining your competence to practise, that you take seriously the obligation to develop professionally, and that you are committed to the protection of the public.

2. **What is the continuing education requirement in the College bylaws?**

The PSP provides the foundation for the College's Quality Assurance Program. As such, participation is mandatory. Compliance with the Continuing Competency Requirements Policy is required for renewing registration with the College as stated in section 57(1)(a) of the College bylaws.

Registrants are required to complete 50 hours of continuing education activities during *each single two-year reporting cycle,* within the new QAP/PSP framework. Hours can not be banked or carried forward into the next QA cycle.

The full Continuing Competency Program Requirements are included as Appendix A.

3. **When should I start the PSP?**

QA cycles begin every year on April 1 and reporting takes place on March 31 of every year.

If you are a new registrant, you should start the PSP as soon as possible following registration in order to provide maximum time to fulfill your CE requirements. As an initial new full registrant, you might want to 'practice' a bit in order to gain more insight into your practice before conducting your actual *Self-Reflective Assessment*.

Your answers at this early stage may well help you, not only with the assessment of your practice, but also with your *Professional Development Plan*.

You can always return to and revise your Professional Development Plan as you learn more about yourself, your practice, and your strengths and areas for growth.

As a new registrant, your QA cycle may immediately coincide with the official QA cycle start and finish dates. If it does not, by the time you are ready to start your second QA cycle you will be coordinated with the standard April 1 start, and March 31 finish.

If you have been a registrant for some time your personal QA cycle is already coordinated with the official start and end dates. You will start working on the PSP comprising your next QA cycle as soon as you have finished your current QA cycle.

Because a full QA cycle is a minimum of 24 months, the first QA cycle includes the time between the first month of initial full registration and the following April 1, *plus* 24 months.

The examples of **Registrants A** and **Registrant B** below show the difference in the length of the first QA cycle between starting on the official QA cycle start date, April 1, and starting one or more days later. A one-day difference in start date can result in a first QA cycle period that differs quite significantly!

Registrant A first registered with the College on April 1, 2020. Their first QA cycle started that day and ended March 31, 2022, a QA cycle of 24 months. Their second QA cycle started the next day, April 1, 2022, and will end March 31, 2024.
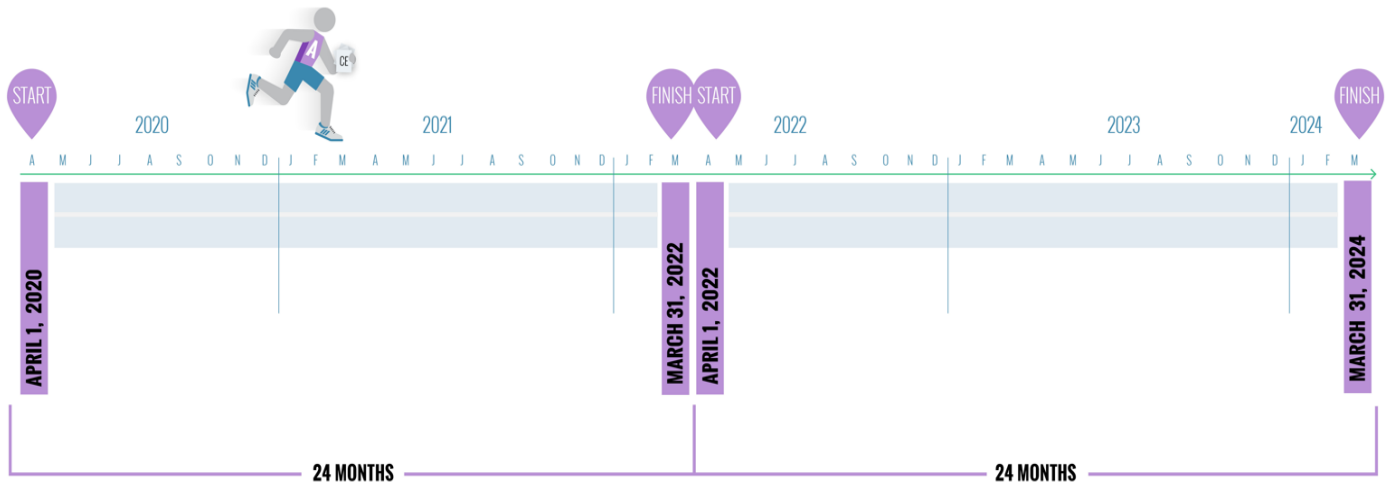
Registrant starts QA cycle on the official start date.

Registrant starts second QA cycle on the official start date after a normal 24-month first QA cycle.

Registrant B first registered with the College on May 1, 2020. Their first QA cycle started that day, May 1, 2020, and ends on March 31, 2023, a QA cycle of 35 months. The start of their second QA cycle will then naturally coincide with the official April 1, 2023 QA cycle start date and will end on March 31, 2025, providing a normal 24-month QA cycle.
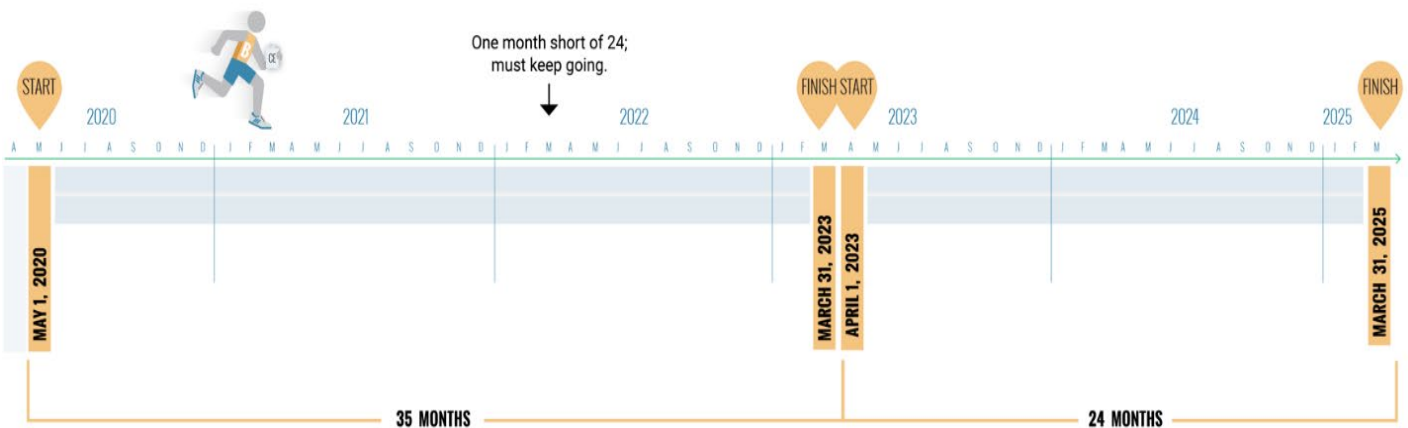
Registrant starts QA cycle one month after the official start date.

Registrant starts second QA cycle on the official start date after an extended 35-month first QA cycle.

4. How do I know when my QA cycle begins and ends?

The beginning of a QA reporting cycle is always April 1 of any given year, ending on March 31 two years later. If "CE next due year" shows "2023", it means you are obliged to complete CE by March 31, 2023. If it shows "2024", the QA cycle needs to be completed by March 31, 2024, and so on.

To check your current reporting cycle, simply sign in to the Registrant Portal in the upper right corner of the CTCMA homepage or go to https://portal.ctcma.bc.ca/. Click the 'MY ACCOUNT' button near the top right corner of the window. You will be taken to the information under the 'About Me' tab, and you will see the "Continuing Education Next Due Year" information at the bottom left under Registration Info.

If you are a new registrant, don't worry that your first QA cycle might be shortened because when you first registered with the College, the current QA cycle had already started. Your first cycle will always be at least 2 years, and never less.

The table shows the first QA cycle start date and reporting date when initial full registration begins on various dates. Because of the differences in the first QA cycle reporting dates, the second QA cycle will start and end accordingly, but it is always a regular 24-month QA cycle. Registrant A and Registrant B are coloured below to correspond with the depictions above.

Initial full registration & first QA cycle start date	First QA cycle reporting date	Second QA cycle start date & reporting date (Regular 24-month QA cycle)
Before April 1 in 2019	March 31, 2021	April 1, 2021 - March 31, 2023
On April 1 in 2019	March 31, 2021	April 1, 2021 - March 31, 2023
After April 1 in 2019	March 31, 2022	April 1, 2022 - March 31, 2024
Before April 1 in 2020	March 31, 2022	April 1, 2022 - March 31, 2024
On April 1 in 2020 (**Registrant A** started on April 1, 2020)	March 31, 2022 (24 months)	April 1, 2022 - March 31, 2024
After April 1 in 2020 (**Registrant B** started on May 1, 2020)	March 31, 2023 (35 months)	April 1, 2023 - March 31, 2025
Before April 1 in 2021	March 31, 2023	April 1, 2023 - March 31, 2025
On April 1 in 2021	March 31, 2023	April 1, 2023 - March 31, 2025
After April 1 in 2021	March 31, 2024	April 1, 2024 - March 31, 2026
Before April 1 in 2022	March 31, 2024	April 1, 2024 - March 31, 2026
On April 1 in 2022	March 31, 2024	April 1, 2024 - March 31, 2026
After April 1 in 2022	March 31, 2025	April 1, 2025 - March 31, 2027

5. What types of activities can qualify for CE credit?

There are four categories of learning activities which can qualify for CE credit, based largely on three modes of delivery:

- **Live:** you participate at the actual time it takes place, 'real time,' and often online.
- **In-person**: you attend in person, at the physical location where it is taking place.
- **Online:** you attend via computer; may be live or pre-recorded.

Note that, within the PSP framework, there is no minimum or maximum hour requirement for these activities. You will find a full listing of the categories of qualifying learning activities in Appendix B.

6. How do I ensure that Category A, B, or C activities completed outside of the PSP, that is before April 2022, are transferred and credited within the new CE Activity Log?

If you are a new registrant who started your QA cycle in March 2022, that is, just before the official QA cycle start date of April 1, 2022, you have likely completed some CE activities within the previous Continuing Competency Program and recorded them in Categories A, B, or C.

You will need to report these and subsequent CE activity credits by March 31, 2024, that is, covering a period *slightly longer* than the normal 24-month QA cycle. You can continue to record them within the previous Continuing Competency Program framework. Note however that you can not transfer CE credits recorded under Categories A, B, or C, over to Category D, after you have completed them.

For details regarding the reporting of CE Activities completed *outside* the PSP, that is before April 2022, please see Appendix A.

You can include all types of CE activities in the PSP framework if these activities are part of your *Professional Development Plan*. This includes formal CE courses whether live or recorded, in-person or online; self study; and structured interactive activities.

Please note, if your QA cycle started after April 2022, completing the Self-Reflective Assessment by December 2022 is the requirement under current QAC policy (July 2022). When a learning activity is part of the *Professional Development Plan*, you can record it under Category D.

It is expected that after full transition to the PSP framework, registrants will take only CE activities that are part of their *Professional Development Plan*. By that time, all CE activities will be reported under Category D in the Activity Log.

7. Can I update my *Professional Development Plan* after it has been drafted?

Yes, you can update your *Professional Development Plan* after it has been drafted. As we noted in the **Continued Learning** section starting on page 6, you might find that you need to re-visit one or more of the four forms in *the Professional Development Plan* from time to time throughout your QA cycle as you feel the need to modify and update your learning plan.

8. My QA cycle started in April 2022. Can I still do activities in Categories A, B, or C?
You can, but you are encouraged to record these activities under Category D in order to fulfill your CE requirements within the PSP framework.

All your learning activities can be counted in Category D when they are part of your *Professional Development Plan*. You can update your *Professional Development Plan* from time to time to include these additional learning activities. It's easy to add an additional activity that meets a learning objective already in your *Professional Development Plan*. If you are adding a new learning objective in order to incorporate the additional learning activities, it is recommended you make sure your overall *Professional Development Plan* is still intact and carefully considered. Be sure that any additional learning activities do not take you away from your *original* learning objectives so that you can stay on course with your learning journey.

All types of activities in Categories A, B, C, that is, formal CE courses, live or recorded, in-person or online; self-study; and structured interactive activities, can be recorded under Category D when they are activities comprising your Professional Development Plan.

9. Can I re-assess my professional practice in the middle of my QA cycle by using the Self-Reflective Assessment Tool?
If you have completed your first Self-Reflective Assessment and would like to re-assess in mid-cycle, you are welcome to do so. Note that you will not receive additional CE for taking the Self-Reflective Assessment more than once.

For your first Self-Reflective Assessment, you should start as soon as possible following registration in order to provide yourself maximum time to fulfill the CE requirements.

Online Portal

The College plans to develop an online portal specifically for the QAP. Once it is ready there will be a soft launch for registrants to try out the new portal. The portal is expected to be complete and ready for ongoing use for the 2023 QA cycle.

Summary

The College continues to develop and refine the QAP, and the specifics of the PSP. Cycle timelines may change in the future, but rest assured that any learning planned and completed within the requirements will continue to be accepted.

Appendices

A. Continuing Competency Program Requirements

The most up to date version of the document can be downloaded from the College website.

B. Professional Development Plan Forms

The most up to date versions of these documents can be downloaded from the College website.

C. Categories of Qualifying Learning Activities (before full transition to PSP framework)

Category A
Includes **direct participatory, formal programs** such as live**,** in-person or online interactive workshops, seminars, or training where attendance is taken and monitored and where there is an assessment tool for the course.

Examples:
- Live in-person seminars presented by a professional association coded as A1.
- Live first-aid classes coded as A1.
- Recorded online courses with password log-in and tracking access and which include quizzes.
- Some courses are hybrid, that is, with both online and in-person components; this may require the splitting of hours between categories.

Category B
Includes **self study** such as a registrant's own review of academic journals, professional publications, bylaws, and standards. It can also include online and distance learning courses, and webinars, when no attendance is taken and/or when no assessment tool is available.

Examples:
- Recorded courses or webinars offered with no tracking access or assessment quiz.
- Reading of academic journals or other publications.

Category C
Includes **structured interactive activities** which can be regularly scheduled or routine consultations with peers, or case conferences.

Examples:
- AGM and related education seminar attendance.
- Case discussion with peers.
- Clinical rounds held for practitioners.

Category D

This new category includes **participation in PSP components**, allowing registrants to claim credits while assessing their practice and developing individualized learning plans.

> **Examples:**
> - Completing PSP **Assessment** (10 CE credits).
> - Completing PSP **Continued Learning**, Steps 1 and 2 (10 CE credits).
> - Time spent to complete activities in PSP **Continued Learning**, Step 2 (1 CE credit per hour of activity).
> - Evaluation and reflection in PSP **Continued Learning**, Step 2 (5 CE credits per evaluation/reflection).
> - Overall learning plan reflection at end of cycle (5 CE credits).

If the QA cycle you are reporting does not need to include PSP components—for example, a QA cycle started before April 2022 with no Category D activity to report—there is a requirement for at least 6 in-person hours and 4 ethical hours to fulfill, as outlined in the Continuing Competency Program Requirements. Please see Appendix A for details.

When you have activities in Category A, B, C to report, make sure not to exceed the maximum hours allowed for Category B and C.

Please note that there is no maximum limit for Category D. When you participate in PSP, you should record activity in Category D. Completing the four PSP forms in the **Continued Learning** section of your QA Program earns you CE credits. When the types of activities in Categories B and C are reported under Category D within the PSP framework of your *Professional Development Plan*, there are no maximums.

When you report all 50 required CEs in Category D, you do not have to worry about the minimums and maximums in Categories A, B, or C at all. In fact, you can earn a majority of your CEs by completing the PSP steps.

D. Activity Logs

The most up to date versions of these documents can be downloaded from the College website.

E. Samples of Completed Activity Logs

The most up to date versions of these documents can be downloaded from the College website.